DOCUMENT RESUME

ED 149 937 EC 010 362

TITLE	Education Programs in Alaska. Bureau of Indian Affairs, Revised, 1974.
INSTITUTION	Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.
PUB DATE	74
NOTE	22p.; Not available in hard copy due to small print size of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Agency Role; *Alaska Natives; American Indians; *Boarding Schools; Community Control; Community Involvement; *Day Schools; Educational History; Educational Objectives; *Educational Programs; Elementary Secondary Education; Higher Education; Interagency Cooperation; Maps; Nutrition; *Program Descriptions; School Construction; State Government; Synthesis; Teacher Education; Teacher Recruitment
IDENTIFIERS	Alaska; *Bureau of Indian Affairs

ABSTRACT

Presenting a brief outline of the Bureau of Indian Affairs' (BIA) educational program in Alaska, this pamphlet describes: BIA day school operations (52 schools); the 2 boarding school operations (Mount Edgecumbe and Wrangell Institute); higher education programs; the school nutrition program; school construction; cooperation in educational responsibility with the State of Alaska; community involvement and control; and the recruitment and training of teachers. Additionally, this pamphlet presents a chronological history of the education of Alaska Natives and a map of Alaska, designating BIA Area Office headquarters, agency offices, BIA boarding schools, and state regional schools. The major goals of the Bureau's education program are also presented. (JC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BUREAU OF INDIAN AFFAIRS

ED149937

EDUCATION PROGRAMS IN ALASKA

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

2 — H. CHIKOYAK '74

DEPARTMENT OF THE INTERIOR
Rogers C.B. Morton, Secretary

BUREAU OF INDIAN AFFAIRS
Morris Thompson, Commissioner

Office of Indian Education Programs
Dr. Clennon Sockey, Director

JUNEAU AREA OFFICE
Clarence Antioquia, Area Director

DIVISION OF EDUCATION
Emil Kowalczyk, Asst. Area Director (Education)
Lillian D. Walker, Deputy Asst. Area Director (Education)

Revised 1974

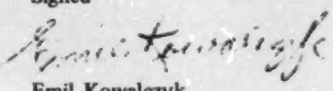
QUALITY EDUCATIONAL OPPORTUNITIES FOR ALL ALASKA NATIVES AT ALL EDUCATIONAL LEVELS

We advocate that Alaska Native parents must have the opportunity to become involved in education programs provided for their children. Through active participation in school affairs parents can become sensitive to the requirements necessary to provide a quality education for children in their respective communities. Our goal is to continually encourage more local Native control and self-determination over educational programs and to provide the training to accomplish this.

We must face the fact that Alaska, and particularly the Native community, is in a period of rapid change. Factors bringing this about include advances in technology and communication, passage of the Alaska Native Claims Settlement Act, and an increasing awareness of the importance of educational training opportunities.

The dynamics of a growing, changing society have created a conflict of values which questions traditional life-styles as opposed to modern, technological society. Native students need to be aware of these conflicts and educated to understand the options available to them through the educational process.

Signed



Emil Kowalczyk
Assistant Area Director
(Education)

GOALS OF THE BUREAU'S EDUCATION PROGRAM

1. To assure that Native people have the opportunity to participate in educational programs which will provide for the successful acquisition of the skills, knowledge, and attitudes required for the individual personal growth and for a productive and satisfying life in the Native and non-Native American societies.

2. To recognize and provide for the diverse educational needs of individuals and groups of all ages, cultural backgrounds, economic and social conditions, abilities and personal interests.

3. To raise the quality of education programs and promote the accomplishments of educational goals through the continued improvement of all personnel facilities and equipment serving the educational needs of Native people.

4. To develop the educational management capabilities needed to provide effective administration and the options for Native people to participate in policy determination and management of their schools.

THE EDUCATION PROGRAM OF THE BUREAU OF INDIAN AFFAIRS IN ALASKA 1974-75

All of the education programs conducted by the Bureau of Indian Affairs in Alaska are for the purpose of providing enriched opportunities for Native people to achieve academic, vocational, and social skills necessary for equal participation as productive citizens of Alaska. In carrying out the various education programs in 52 villages, two Alaska Boarding schools, and several special schools outside of Alaska, the Bureau cooperates closely with the State of Alaska to make sure that prescribed standards of education are met or exceeded. This includes standards of school construction, instructional materials, curriculum content, teacher qualifications, in-service training, and supervision. Frequent consultations are held with school boards and education committees of the Alaska Native community and their representative organizations. In addition representatives of the Bureau of Indian Affairs participate on the Governor's Committee to develop and revise the OVERALL EDUCATION PLAN FOR RURAL ALASKA.

To give you a brief look at the total scope of the Bureau's educational program in Alaska, the following summary is provided.

1. DAY SCHOOLS

The Bureau operates 52 day schools in rural Alaska villages. The population of these villages totals 18,146. There are 309 qualified teachers and 146 teacher aides. Approved curriculums serve some 5,218 Native and 130 non-Native students. These day schools are located in the following areas:
Bethel – 32 schools; Fairbanks – 7 schools; Nome – 12 schools; and Southeast Alaska – 1 school.

Since 1967 some 29 villages have at local option chosen to transfer to state control. This makes a total of 81 schools that have transferred to date. In accordance with established policy, villages in Alaska with Bureau of Indian Affairs Education programs, are given the option to determine their own Educational management systems.

Twenty-nine of the remaining schools are of one and two classrooms located in remote, isolated villages. Forty-eight of these community schools offer a balanced curriculum through the eighth grade.

The three largest schools are Kotzebue, Hooper Bay and Unalakleet. Savoonga, Hooper Bay and Nunapitchuk provide both elementary and junior high school programs. Kotzebue Community School is the only day school presently providing elementary, junior high school, and senior high school programs.

Early Childhood Centers are located in the following schools: Kotlik, Kipnuk, Tununak, Kwethluk, Kiana, Akiachak, Savoonga, Gambell, Pilot Station and Toksook Bay, while an early childhood education demonstration program for 2 and 3-year-olds is being conducted at Akiachak.

During the 1974-75 school year, approximately 3,050 Native students in 52 Bureau schools receive supplementary services from Title I of the Elementary and Secondary Education Act. These services include remedial help in all academic areas as well as special assistance in the form of resource centers, itinerant special education teachers, medical and educational diagnosis and treatment and classes for the trainables. In addition, unique services provide for bilingual education, visual aids, home-study coordinators and academic enrichment trips in and out of Alaska.

The Bethel Regional Library, originally called the Airbookmobile, offers complete library services tailored to meet the specific needs of the schools in 32 remote Alaskan villages. Airbookmobile in the Bethel Agency has circulated 33,000 items this fiscal year. This is an increase of 5,000 items over last year. The Book Mobile has been serving 2,600 children, 124 classrooms, 32 schools. Items for circulation have included books, film strips, video tapes, charts, and maps. This is the only operation of its kind in Alaska.

Other sections of the Elementary and Secondary Education Act provide additional supplementary funds and services. Title III provides help in the form of library materials. The Akiachak Early Childhood project is funded partially from Title III funds and from the regular budget. This exemplary program is presently being considered for national recognition. Identified students requiring special assistance due to some handicapping exceptionality are being provided help from Title VI-B funding. Several new schools will also receive Title VII funds for bilingual programs this year.

Some 150 trained teacher aides, all local Native residents, are currently employed. Most of them are in the classrooms; others are in instructional materials centers located at Kotzebue and Bethel, or assisting specialists in the bilingual, special education, and other

Napakiak Day School complex includes a multi-purpose and classroom structure, expandable classrooms, storage units, teachers' quarters, maintenance buildings and a fuel tank system.

programs. The teacher aide program has brought about an improved teaching situation through the additional skills and services available to the teacher, and it has afforded employment, training, and motivation for Native people to become teachers and leaders in their communities.

In Akiachak, Kasigluk, Kipnuk, Napakiak, Nunapitchuk, Quinhagak and Tuntutuliak, programs of bilingual education have been initiated with instruction at the primary level in the Yupik Eskimo dialect provided by trained teams of local people. In all Bureau of Indian Affairs Schools there has been an expansion in the teaching of local culture, language, history, and arts and crafts by Native instructors.

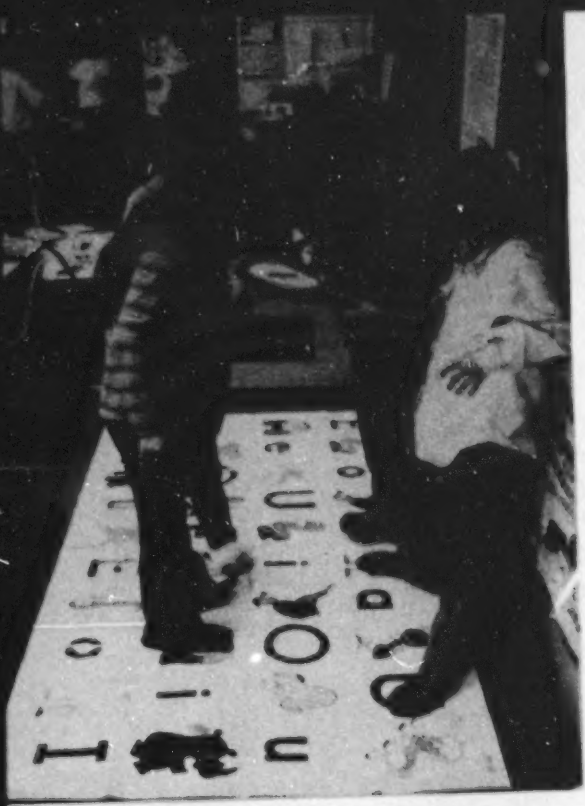
Through cooperation with university teacher education programs, student teachers placed in Bureau of Indian Affairs classrooms are enriching the educational program and helping to insure a high quality of future teachers for village schools.

2. BOARDING SCHOOLS

The Bureau operates two boarding schools in Alaska:
Mt. Edgecumbe, near Sitka—an accredited high school.
Wrangell Institute, at Wrangell—a middle ungraded school.

At Mt. Edgecumbe Boarding School approximately 450 students are enrolled. Most of them have no opportunity to attend high school in their home communities. Others attend these schools for purely social reasons. Although the schools provide regular academic offerings with state and regionally approved curriculums, the programs are enriched to compensate for the academic and language differences which often characterize the Native student whose life has been spent in a small, isolated village. Practical arts and pre-vocational courses prepare students for post-high school education and training at Mt. Edgecumbe. Individualized educational programs range from special education to dental training and development reading. In the dormitories, the education program is extended by a comprehensive guidance program offering occuptional information counseling, recreation, physical education intramural games, student councils, personal grooming, personal economics, and other services. Also available through Public Health Service at Mt. Edgecumbe are complete medical, dental and psychiatric services.

Wrangell Institute Boarding School enrolls approximately 140 students. The program is designed to assist students with special



Classroom activities with emphasis on developing both basic skills and special skills.

learning disabilities who would otherwise be potential dropouts. Basic academic skills are taught on an individualized basis.

Through the cooperation of the Bureau and the Alaska Department of Education boarding students are enrolled at the William E. Beltz School at Nome. A dormitory complex similar to that of Beltz has been completed by the Bureau at Kodiak and Bethel. These, too, are operated by the State of Alaska.

In the past to accommodate all Alaska Native Students who were eligible for admission to boarding school, more space was required than facilities in Alaska could provide. Therefore, Bureau boarding high schools outside of Alaska were made available to them. High school students have attended Chemawa Indian School, Salem, Oregon; and Chilocco Indian School, Chilocco, Oklahoma. Programs similar to those at Mt. Edgecumbe are conducted by these schools. The expansion of opportunities within Alaska has made it possible to cease sending new students to these schools although students previously enrolled are being allowed to complete their secondary education programs at these schools if they so choose. However, the options of unique Bureau educational opportunities at Institute of American Indian Arts at Santa Fe, New Mexico and Southwest Indian Polytechnical Institute at Albuquerque, New Mexico are still held open to qualified Alaska Native students.

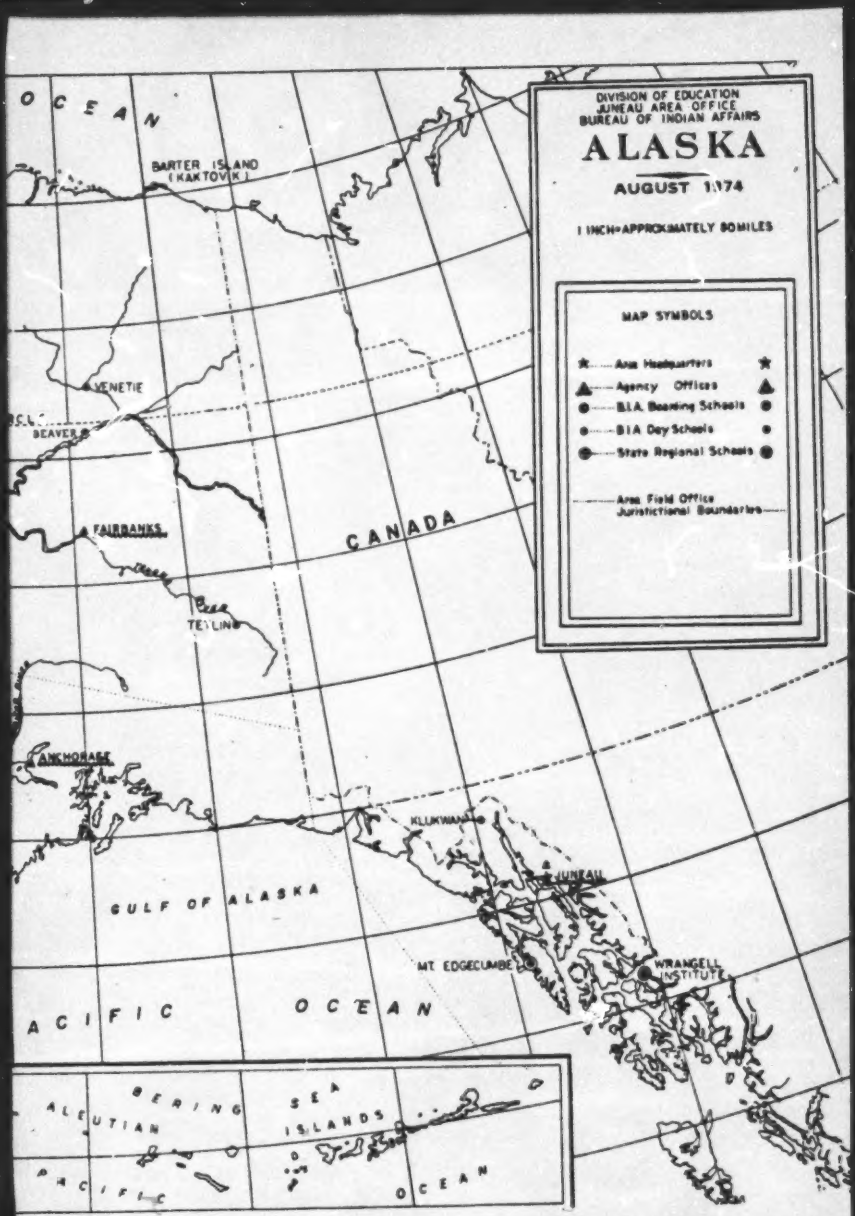
HIGHER EDUCATION

The Bureau of Indian Affairs makes every effort to encourage students to pursue education and training beyond the high school level. Students numbering 598 were granted assistance for the 1970-71 school year, compared with 350 in 1969-70 and only 61 in 1961. In 1973-74 we funded 1,143 students. This tremendous increase is the result of an awakening of the Native people to the value of education and of the assistance given by the Congress of the United States in the form of scholarship grants. These grants are available on an actual need basis for qualified Native youths who complete high school and desire to pursue a college education.

The Bureau of Indian Affairs also provides higher education opportunities for qualified Native students from Alaska at Haskell Indian Junior College, Lawrence, Kansas; Institute of American Indian Arts, Santa Fe, New Mexico; and Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico. Each of these schools has courses of study designed to develop the talents

Individualized instruction for target groups and Native culture classes are made possible through Title I Elementary and Secondary Education Act funds.

ARCTIC
WAINWRIGHT
CHUKCHI SEA
U.S.S.R.
KIANA
ARCTIC C.
DIOMEDE
WEVIG MISSION
GAMBELL
ST. LAWRENCE ISLAND
SAVOONGA
NOME
ELIM
GOLOVIN
SHAKTOOLIK
RIVER
UNALAKLEET
STEBBINS
EMMONAK
ST. MICHAEL
KOTLIK
SKELDON POINT
ALAKANUK
GRAYLING
SCAMMON BAY
MOUNTAIN VILLAGE
SHAGELUK
HOOPER BAY
PILOT STATION
CHEVAK
NEWTOK
KALSKAG
ST MATTHEWS
TOKSOOK BAY
KASIGLUK
LOWER KALSKAG
AKIACHAK
TUNUNAK
NUNAPITCHUK
TULUKSAK
AKIAK
MEKORYUK
NAPAKIAK
BETHEL
KWETHLUK
OSCARVILLE
NAPASKIAK
NIGHTMUTE
EEK
CHEFORNAK
TUNTUTULIAK
KIPNUK
QUINHAGAK
KWIGILLINGOK
GOODNEWS BAY
PRIBILOF ISLANDS
BRISTOL BAY
KODIAK
ALEUTIAN ISLANDS
BERING SEA


DIVISION OF EDUCATION
JUNEAU AREA OFFICE
BUREAU OF INDIAN AFFAIRS
ALASKA
AUGUST 1974
1 INCH = APPROXIMATELY 80 MILES
MAP SYMBOLS
Area Headquarters
Agency Offices
B.I.A. Boarding Schools
B.I.A. Day Schools
State Regional Schools
Area Field Office Jurisdictional Boundaries
OCEAN
BARTER ISLAND (KAKTOVIK)
VENETIE
BEAVER
FAIRBANKS
CANADA
TETLIN
ANCHORAGE
KLUKWAN
JUNEAU
GULF OF ALASKA
MT EDGECUMBE
WRANGELL INSTITUTE
PACIFIC OCEAN
BERING SEA
ALEUTIAN ISLANDS
PACIFIC OCEAN

of students who enroll. For information concerning these post-secondary education and training programs, write to Division of Education, Anchorage Agency, Bureau of Indian Affairs, P.O. Box 120, Anchorage, Alaska 99501.

4. SCHOOL NUTRITION PROGRAM

The Bureau operates a nutrition program at all day schools as part of its education program. Cooks are hired and USDA (United States Department of Agriculture) approved class "A" menus are followed because we believe that a well-balanced school lunch for every child each day is one of the basic prerequisities to proper learning. Workshops to upgrade the skills of the cooks are held periodically in cooperation with the State of Alaska.

5. SCHOOL CONSTRUCTION

During 1974 the Division of Facilities and Engineering completed construction of the Early Childhood Center and quarters at the following schools: Pilot Station, Gambell, Savoonga, Akiachak and Tununak. Additional construction of Early Childhood Centers at Stebbins, Kasigluk, and Nunapitchuk will be completed in addition to one day school at Little Diomede.

6. COOPERATION IN EDUCATIONAL RESPONSIBILITY WITH THE STATE OF ALASKA

In accordance with the Governor's report entitled An Overall Education Plan for Rural Alaska, issued in 1963 and revised periodically, the Bureau of Indian Affairs operates in partnership with the State of Alaska. It is recognized that the responsbility for the education of Native students rests with the State, and the Bureau of Indian Affairs continues to operate schools and education programs where the State cannot presently assume its full responsbility. The State Plan provides for the orderly transfer of Bureau schools to non-federal operation under the principle of mutual readiness on the part of the community, the State, and the Bureau. To date, the Bureau has transferred its educational responsibility in 81 locations.

The local communities are involved in choosing the management of the delivery of educational services for their schools.

More than five million dollars of Johnson O'Malley funds are being contracted for supplemental education programs for Native

students in public schools. These sub-contracts are administered through a prime contract with Alaska Federation of Natives.

7. COMMUNITY INVOLVEMENT AND CONTROL

School Boards have been established in all communities in which the Bureau of Indian Affairs operates schools. Each board meets monthly, and they have proven their worth in promoting a significant degree of local policy determination, in developing parental and community understanding and pride in the educational program of the school, and in fostering curriculum change in keeping with local interests and needs.

Since their establishment, selected members of the School Boards have been involved in all of the in-service and pre-service training sessions provided for the Bureau of Indian Affairs teachers in Alaska. Periodic meetings are held with representative of each School Board in order to develop and improve their effectiveness.

Many parents of boarding school students have been afforded the opportunity to visit the schools during the year. There, as in the day schools, they not only learn about the educational offerings of the school, but participate as instructors and counselors. Participation of parents in the boarding school program was increased with the establishment of the Mt. Edgecumbe-Wrangell Parent School Board in the fall of 1971.

8. RECRUITMENT AND TRAINING OF TEACHERS

In a vigorous effort to obtain teachers who meet both Civil Service and state certification requirements, the Bureau engages in an aggressive nationwide recruitment and interview campaign.

A continuing and intensive training program is provided to all Education employees. For teachers new to the service there is orientation or a workshop held at Bureau agency offices prior to the opening of school.

In 1973, education personnel were involved in further education and training activities, at the graduate and undergraduate levels, designed to improve their skills in working with the Native learner. A training and materials development program was continued at the University of Alaska for teachers, instructors, and aides in bilingual instruction. There was a kindergarten training

Teachers and teacher aides expand their classroom skills and instructional techniques through university summer training and in-service workshops.

Hot lunch programs and school maintenance are important support services for the education program.

course for program aides, teachers, supervisors, and representative parents from existing and planned units, and an early childhood training course for the staff of a pilot community child development program, both sessions at the University of Alaska.

CHRONOLOGICAL HISTORY OF EDUCATION OF NATIVE PEOPLE IN ALASKA:

1784 The first school in Alaska was established by the Russians at Three Saints Bay–Kodiak Island.

1843 The first mission school for the Eskimos was established at Nushagak by the Russian-Greek Orthodox Church.

1860 Second mission school at Kwikpak.

1867-83 Mission Era

The Swedish Evangelical, Moravian, Presbyterian, Episcopalian, Congregational and Roman Catholic Churches established schools throughout Alaska.

1869 The first appropriation from Congress for education in the Territory. The funds were never put into use as no agency was found to administer the funds.

1884 Funds for education in Alaska appropriated to be distributed among the existing mission schools with Dr. Sheldon Jackson appointed as general agent for education in Alaska the following year.

1887 Society of Friends established a school at Kotzebue.

1888 The Board of Education in Alaska was directed to prescribe a course of study for all government schools.

1894 Subsidizing of mission schools discontinued. Federal Bureau of Education took over most mission schools.

1899 Local communities authorized to set up school boards.

1902 Local school board established at Nome.

1905 The Nelson Act provided for the establishment of schools for white children outside of the incorporated towns.

1908 The first teachers' conference was held in Juneau.

1911 The Alaska School Service developed a tentative course of study for the schools of Alaska.

1917-19 The first boarding schools established by Catholics, Moravians, and Lutheran Churches. Federal boarding school was established at White Mountain.

1926 Boarding school at White Mountain renamed "Industrial School." A policy and programming of industrial training for boarding pupils was initiated.

1926 A more formal and permanent course of study for the first eight grades in Alaska.

1930 Federal Bureau of Education field administrative headquarters moved from Seattle, Washington, to Juneau, Alaska.

1931 Control of education among the Natives of Alaska was transferred to the Office of Indian Affairs. Became known as the Alaska Indian Service.

1932 Wrangell Institute Boarding School opened—Alaska Indian Service School.

1945 Alaska Indian Service changed to Alaska Native Service.

1947 Mt. Edgecumbe Boarding School opened.

1950 Johnson O'Malley Act provides for the transfer of schools in Alaska to the administrative control of the Territory.

1953 White Mountain Boarding School closed.

1955 Education specialist placed in District Offices to improve consultant services to teachers.

1957 Adult Education Program funded.

1957 First edition of "We Teach in Alaska' issued to provide a manual for BIA teachers in Alaska's remote schools.

1958 First area-wide in-service training program for Principal-Teachers emphasizing community relations and development of Native leadership.

1960 First secondary level program in a BIA day school established with opening of 9th grade at Unalakleet.

1962 Supplemental nutrition program changed to provide complete school lunch. Agreement that education is a State and local responsibility.

1963 Governor's Committee issues first report entitled "An Overall Education Plan for Rural Alaska" as a basis for cooperative relationship of BIA and State of Alaska.

1964 Area-wide workshop for primary teachers with emphasis on teaching English to children as a second language.

1966 William E. Beltz School opens as first State-operated regional boarding high school. Teacher aides provided in BIA day schools. Special education program introduced at Hooper Bay.

1967 Area-wide workshop for all education personnel emphasizing the linguistic method in teaching English as a Second Language.

1967 Advisory School Boards established.

1968 Kindergarten program initiated.

1969 Educational Television available in Barrow Day School. School Boards contract for instruction in cultural and linguistic heritage.

1970 Bilingual education inaugurated at primary level. Full high school program at Kotzebue Community School.

1971 Mt. Edgecumbe - Wrangell Parent School Board established. Bureau's first pre-school programs for 2- and 3-year-olds. Administration of program funding at Agency level established.

1972 Kotzebue Radio Station began broadcasting.

1972 Native controlled Wildwood Boarding program for secondary students opened in Kenai under Bureau of Indian Affairs contract.

1973 All Native Johnson O'Malley Committee formed to review and recommend proposals related to Bureau of Indian Affairs funded projects in non-Bureau schools.

1974 Barrow becomes first Bureau of Indian Affairs school to be transferred to local rather than state control.

Following is a six-year enrollment summary for Alaska Native Students in the Boarding school/boarding home/dormitory program:*

	Mt. Edge	umbe	Wrangell	Chemawa	Chilocco	Beltz	Kodiak	Boarding Home	Bethel	Wildwood
1973-74	371		108	214	0	99	60	973	149	156
1972-73	343		137	214	0	173	73	1,048	205	190
1971-72	450		160	415	42	172	152	1,200		
1970-71	627		181	541	42	170	120	980		
1969-70	650		161	643	233	167	113	618		
1968-69	622		229	726	371	172		390		
1967-68	673		232	753	266	154		620		
1966-67	632		250	657	167	154		110		

* These figures do not include those increasing numbers of Alaska Native secondary students attending newly developed programs in their local communities.